**EDC 423**

### Informational Text Plan

**Names: Emily Scharer and Cassie Cangiano**

**Part 1: Text Analysis**

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| Resources | Challenges |
| * Title foreshadows what the article is going to explain. * Title and author is big enough to grab students attention. * Picture can enhance the attention of the student’s interest. * Picture and caption on bottom of page 12- connects with “On the Lookout” first paragraph. * Bolded vocabulary- gives attention to the student and teacher that these words are important. * On page 14, under “Ready, Set, Go!” the 80 kph is converted to 50 mph so relate it to prior knowledge. * Headings, “On the Lookout, Ready, Set, Go, Fast on Its Feet, All the Right Moves, Getting Closer, and Cheetahs in the Wild” are all good headings that help the students to know what to expect out of the paragraph they are about to read. * Last paragraph, “Cheetahs in the Wild” on page 16 is a good conclusion paragraph because it summarizes the entire article. * “Wordwise”- helpful to know the definitions of each vocabulary bolded word. * Picture on pages 16-17 “Cheetahs in the Wild” the students can use as a visual aid for before/ during/ and after reading to aid in comprehension. * Overall, the article was able to carry a constant theme of cheetah’s adaptations in the grasslands. | * Bolded vocabulary- students have to infer the definitions however could have a hard time based on the textual evidence. * Page 13, the long vertical picture of the cheetah standing on the rock is a challenge because it is irrelevant to what is happening in the article. * Under “Ready, Set, Go!” on page 14, the author converted 80 kph to 50 mph, but not all students can conceptualize how fast 50 mph is. * Author uses similes such as, “it acts like a spring…” (Page 14 under “Fast on its Feet”) and “its like a boat’s rudder,” (Page 14 under “In The Right Direction). These similes can be challenging because not every student will be able to visualize the comparison. Also, they might take the comparison literally. * In general, the author uses the pronouns such as “its or they”. The reader has to make inferences about what or whom the pronouns refer to. * “Its like a boat’s rudder,” (Page 14 under “In The Right Direction) can confuse students because they might not know what “its” is referring to. * Under “Fast on its Feet”- the entire third paragraph is irreverent to the article’s main points. * Certain words are difficult and can be considered challenging vocabulary, however are not bolded, but should be defined and discussed during reading. * Page 14, under “All the Right Moves,” paragraph 4, the last sentence, refers to cheetah’s claws as toes, which can confuse students because they have to infer that cheetah’s claws can also be called their toes. * Page 14, under “In the Right Direction” paragraph 3, the last sentence, refers to the cheetah as a cat. This is not only confusing because the students have to infer that there are other cats besides house cats. But also, it is confusing because the cheetah is referred to as a cat and not as the cheetah. * Location of wordwise is questionable because students will not know its there to use as a resource until after they finished the article. * Throughout the article, specific facts are unnecessarily repeated, which can take away from the ultimate understanding. * Throughout the article, specific facts are also put out of order (cohesion is confusing) and can be placed in other paragraphs to help better comprehension for example under “Fast on its Feet”- the fourth paragraph- the first sentence, should have been moved into the earlier paragraph, “Ready, Set, Go! (Second paragraph).” |

**Part 2: Learning Goals**

Main Idea(s)

* Cheetahs have to adapt to hunt for their prey by using their sharp eyes and tan fur as camouflage and their long legs to help run faster than their prey
* Cheetahs have many different adaptations such as a lean body, tall tail that acts like a rudder, hips that pivot, their claws are blunt, and so many more in order to live successfully in the wild.

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| * Adaptation | * How they use it/ importance |
| * Think, black markings run down from its eyes to its mouth | * Help cut down glare from the bright sun; helps them see better |
| * Tan spotted fur | * Helps it blend in the grass |
| * Body is lean | * Helps them run faster |
| * Long, flexible spine | * Helps them run faster |
| * Hips can pivot | * Helps them turn quickly, and takes longer strides |
| * Larger lungs | * Endurance |
| * Claws are blunt | * They can move side to side to mimic preys actions |
| * Claws have ridges | * Prevents skidding when chasing prey |
| * Claws don’t retract | * Helps them dig into the ground |
| * Tail is flat | * Helps them balance and change direction with ease |
| * Sharp eyes | * Good for distance |

Big Idea(s)

* Adaptations are not only for cheetahs, but also is a characteristic of all living things such as humans as discussed in the launch.

Learning Goals:

* Students will formulate opinions on why adaptations are important for all species.
* Students will be able to read critically to recognize the different adaptations such as the cheetah’s tail, their tan fur to blend in, their blunt claws to help run faster and so much more that are necessary for cheetahs to hunt.
* Students will be able describe why the cheetah’s adaptations are important for their success in the wild.

**Part 3: Planning the Launch (Script your ideas below)**

**Teacher: “**Alright boys and girls I need your help today with a few things. If it is snowing outside what do you think you would wear?”

**Student:** “A jacket” “a sweater” “boots” “a scarf” etc….

**Teacher**: “ Ok so if its cold I would wear all of those items of clothing, now what wouldn’t you wear in the winter?”

**Student**: “flip flops” “a bathing suit” “shorts” “a tank top” etc…

**Teacher:** “Can someone raise their righteous hand and tell me why you wouldn’t want to wear a bathing suit or flip flops in the winter?”

**Student**: “You wouldn’t do that because it would be cold and then you can get sick”

**Teacher**: “Oh I see! So basically you had to adapt your outfit depending on what the weather is. I would like everyone to take a moment and think, pair, and share with your neighbor what you think the word adaptation means.”

**Student**: (Call on three different students using pick a stick to have them share with the class)

**Teacher**: That’s right! We figured it out! Adaptation means a behavior or body part that helps a plant or animal survive. So early we gave one example of what humans have to do to adapt to the different weather by changing their clothes; today in class we are going to read the article ‘See How Cheetahs Survive in the Wild’ and learn specifically how cheetahs adapt to hunt” (show cover of the article while you introduce it)

**Part 4: Planning the Exit**

After discussing what they wrote down in their chart, we would give them a worksheet that had information about the cheetah on it. The directions would state: Explain what adaptations you could use to help the cheetah with its problem. Why is it important to use the adaptation that you specifically picked?

Example Problem: The Gazelle is far away in the open grassland and the Cheetah is very hungry. What adaptation could the cheetah use to help them with this problem? Why is it important for them to have this adaptation?

Example Response: The cheetah could use their adaptation of their fast legs to help leap fast across the grassland to catch the gazelle for food. It is important for them to have this because it helps them hunt for food and avoid being eaten by other prey. It is necessary for their survival.

This exit activity is to make sure that we as teachers know that the students were able to meet the learning goals that we set about the cheetahs specifically. The first learning goal was met when doing the launch activity because they were able to form opinions and predictions about what would happen to the cheetah in the story when it came to getting its food. The first learning goal was also met during the exit activity because it either confirmed or denied the child’s predictions about the cheetahs that they made. The exit activity used their previous knowledge that they learned during the lesson and reading, and this activity helped wrap up the big idea of cheetahs adaptations. The second learning goal was shown through the during activity when they were able to read, take out, and list all of the different adaptations that the cheetah goes through and complete that work out. This exit activity makes the students focus on at least one of those adaptations and explain its importance in more depth. And finally, the last learning goal was met during the QAFA discussion when they explained why cheetah’s adaptations were important for their survival. Also, the last learning goal was met during their reading because they wrote the reasons why the cheetah's adaptations were important in their charts that were handed out before they started their reading. The students can use the chart that they filled out during reading to help them think of an adaptation and also use it to help them discuss and synthetize as a group about the cheetah’s body parts.

**Part 5: Planning Ways to Support Student Interactions with Text Ideas**

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| Page/ending phrase | Questions and responses you expect |
| Page 12- second paragraph, “Built to Hunt”/ “An adaptation is a behavior or body part that helps an animal survive.” | Q: What do we know so far about cheetahs?  A: We just learned that cheetah’s are considered predators. F: Right so this means that they kill and eat their own food. How do you think they that successfully kill their prey?  A: Because a cheetah’s body is an adaptation as a hunter. And they could use their speed and sharp teeth.  F: Good, let’s see and find out what adaptations are and why they are important as a hunter. |
| Page 13- On the look out  End of the second paragraph  “Now, it’s harder for the gazelles to see the cheetah.” | Q:So far we learned that cheetahs have adaptations to help them survive. What is the point of having tan and black spotted fur?  A:It helps them to blend in with the grass.  F: Right if they weren’t able to camouflage with the grass how would that affect their hunting?  A: They would be more noticeable to their pray and then it would be harder for them to hunt |
| Page 14- last paragraph in “Ready, Set, Go”/ “Its body is lean, and even its bones have adaptations to help it run fast across the grasslands.” | Q: Why is it important for the cheetahs to run faster than the gazelles?  A: So the cheetah’s can outrun them to kill the gazelle for food  F: Interesting, so if they didn’t run faster than the gazelle what do you think would happen  A: They wouldn’t get the food  F: Good, so now that we have come to the conclusion that their food is necessary for their survival, what does the cheetah have to do to guarantee that he gets his food? Lets read and find out. |
| Page 14- end of “Fast on its Feet’/ “If it doesn’t, it must find other prey, or go hungry.” | Q: Now that we have read a little more, what are some things that the cheetah’s body does to gain more speed when running?  A: Its hip bones can pivot, legs stretch out far in front, spine arches up, and it looks like its flying.  F: Is it actually flying?  A: No  F: So you all recognized that the cat looks like it’s flying but isn’t actually flying. We know from our language arts lessons that similes are used to help visualize what is going on. What is actually going on?  A: It is running so fast and leaps so it looks like it is almost flying through the air.  F: Good connection. It is using all of these adaptations that were said previously, like its hips bones can pivot, its leg stretch out far in front, and its spine arching up, in order to get faster to get its prey. |
| Page 14- all the right moves, second paragraph  “They disappear inside layers of skin on the feet. This keeps the claws sharp” | Q:What are some things the prey needs to do to try and avoid the cheetah?  A: They gave to dodge and leap from side to side.  F: Right, what adaption does the cheetah use in order to keep up with their prey?  A:They use their claws that stay sharp by retracting when they run?  F: Why is it important for their claws to stay sharp?  A: So when they hunt they are better able to eat their prey and so while they are running it can dig into the ground for better traction and sharp turns. |
| Page 14- end of “In the Right Direction”/ A cheetah’s tail and feet help the cat change direction with ease.” | Q: How are cheetahs different than house cats?  A: They run faster, their claws don’t retract, they are big, they have flat tails, and they are in the wild.  F: Very good. Using what we have read about, how does this benefit them in the wild?  A: It says they use their adaptations to keep up with their prey.  F: Great! Can you give me evidence from the text to support this?  A: For example, their claws help prevent them from skidding. During the chase, and the flat tail turns as they turn, which helps them balance their body to keep them on course with their prey. |
| Page 16, “The Moment of Truth”- second paragraph. “The gazelle goes down. The chase is over.” | Q: Now that we just found out that the cheetah killed the gazelle, what have we learned about cheetahs?  A: Cheetahs are fast animals.  F: How do we know this?  A: Because the article said they need to adapt in order to catch the gazelle.  F: Using what we just said we learned, why do you think it is important for other animals to also adapt?  A: It is important because it helps them survive in the wild, hunt, and adjust to their homes. |
| Page 16- The moment of truth last paragraph  “Stronger animals like these will ty to steal this meat from the cheetah” | Q:So we know the cheetah finally caught its prey and is feasting but why is it important that they eat fast?  A: Because if they don’t the stronger animals like the lions will eat the gazelle  F: So why doesn’t the lion go out on their own to hunt for food?  A: Because they are slower and don’t have the adaptations the cheetah has to catch the prey.  F: That’s right. Lions vary from cheetahs because they do not have a lean body, or a thin tail to help change directions or long legs to be extra fast to help them hunt. |

**Part 6. Partner Reflection**

**Emily Scharer**

**What knowledge did you bring to the task that helped make partner work and this learning experience about text-based discussion productive?**

Some knowledge that I personally brought to this project was my ability to think quickly on my feet. Cassie would throw out an idea, and I was able to think quickly and sometimes run with those ideas. Furthermore, I was able to come up with a lot of the QAFA ideas. Even though some of my ideas were not deep enough, I was lucky to have a partner who came up with deeper questions. Once we had the deeper questions, I was able to work off of that to put together an entire QAFA very easily. The best part about working on this project is that each time someone had an idea; we talked about it and considered if it would work with our main and big ideas.

**What knowledge did you gain from your partner as part of this learning experience?**

I think it was important that each of us was able to use each other’s strengths to help one another succeed. What I would consider my weakness is that sometimes I get lost in my own thoughts, however Cassie was able to pull my thoughts to make things that applied to our text- based discussion. Also, I think that Cassie was better with finding certain details in the actual text while I thought about the bigger ideas. I think overall we balanced each other very well and I thoroughly enjoyed working with her on this project.

**Part 6. Partner Reflection**

**Cassie Cangiano**

**What knowledge did you bring to the task that helped make partner work and this learning experience about text-based discussion productive?**

Some knowledge that I think I brought for this project was my strength of just throwing out ideas. Emily and I work very well together because whenever one of us throws out an idea the other one can help tag team to reword the idea so it sounds more professional and correct. Something else that I thought I helped contribute with was making sure the questions asked in the QAFA part were deeper questions then just right there ones. After every section that was done for this project we always checked to make sure everything we said went back to our main ideas and our big ideas.

**What knowledge did you gain from your partner as part of this learning experience?**

Some knowledge that I gained was how to better word our learning goals. I know how you have to use certain wording so the right message comes out and I always struggled with that until I found a really good website that made a chart up of words broken into different categories depending on what your goal was at the end. Something else I gained was how to do an exit activity. Since this was my first time trying to think of one and I missed the class where we learned about it I think Emily did a great job explaining it to me so then we could work together and think of the best ending topic possible.